



CELDT Communications Assistance Packet for Districts/Schools

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March 2003

prepared by the

**Standards and Assessment Division
California Department of Education**



Guidelines for Reporting 2002–03 CELDT Results to the Media

The California English Language Development Test (CELDT) represents another major milestone for public education. Results of California's effort to require districts to administer one state-approved assessment to students whose home language is not English continues to draw media attention throughout the state. The ability of schools, districts, and county administrators to respond proactively to media inquiries about local CELDT results on the Internet will be crucial in developing a foundation of understanding about this test and the use of its results. The inclusion of local CELDT results from two administration cycles this spring will create a greater need for a concise explanation of what the results mean and the need for caution when comparing results. The following guidelines are for district and county personnel responsible for working with the media.

Advanced Preparation

- Prepare a local news release and any camera-ready graphs or charts that you would like the media to use. Make sure the release includes a brief statement about what is currently being done to:
 - identify English Learners in kindergarten through grade 12 and to assess annually their progress toward acquiring English proficiency
 - work with English Learners and their parents/guardians to ensure all students receive the assistance they need to acquire listening, speaking, reading, and writing skills in English
- Organize a CELDT fact sheet for the district/county and its schools that includes:
 - the number of English Learners enrolled at each grade level and the number and types of languages represented
 - results of other measures related to student progress toward English language proficiency
 - a description of the process/programs in place for helping English Learners move toward grade-level proficiency in state-adopted English-language arts standards
 - a student profile of English Learners who graduated and moved on to higher education and outstanding careers (i.e., Student Hall of Fame)
- Develop brief talking points (see page IV-6) about the CELDT results at the district, school, and/or county levels to assist in media interviews.



Some Questions Local Media May Ask


- How many students whose primary language is not English are enrolled in your schools? In what grade(s) are the greatest number of English Learners enrolled?
- How many English Learners in special education took the CELDT? Were any testing accommodations provided? If so, what?
- How can you explain the CELDT results your school(s) received?
- How can you explain the relationship between results on the STAR tests and the CELDT?
- Do you feel the CELDT results accurately reflect the level of English language proficiency at your school(s)? Why or why not?
- What are your school(s) doing to help English Learners acquire listening, speaking, reading, and writing skills in English?
- What is being done to move English Learners toward grade-level proficiency in state content standards at your school(s)?
- What guidelines are being used by the district to consider the reclassification of an English Learner to Fluent English Proficient?
- What is planned to explain results to parents/guardians of students who took the test?
- How can students, parents, and community members get answers to questions about the CELDT and the results?

Media Contact

- Determine who in the district/county should handle media requests about the CELDT.
- Establish a process and schedule for working with media covering the CELDT results.
- Scheduling briefings with local editorial boards and education writers to develop an understanding about the CELDT before the Internet report is posted.





Sample Internet Report for CELDT



Year of Data: 2002-03
State: California

Simulated Data

CELDT Home Research Files

Counties: List of Counties -

Assessment: Annual Assessment

SubGroup: All Students

▼

		Annual Assessment - All Students												
		K	1	2	3	4	5	6	7	8	9	10	11	12
Overall Proficiency		Number and Percent of Students at Each Overall Proficiency Level												
Advanced	8 2.0%	203 4.0%	45 1.0%	38 1.0%	124 4.0%	186 8.0%	90 6.0%	79 12.0%	116 19.0%	139 11.0%	63 11.0%	72 15.0%	62 16.0%	1,225 6.0%
Early Advanced	42 13.0%	936 18.0%	378 12.0%	255 9.0%	589 21.0%	667 29.0%	414 25.0%	226 35.0%	233 38.0%	461 37.0%	210 38.0%	144 30.0%	140 38.0%	4,704 21.0%
Intermediate	109 32.0%	2,409 47.0%	1,255 39.0%	957 33.0%	1,111 40.0%	922 40.0%	774 47.0%	242 37.0%	185 30.0%	487 39.0%	165 30.0%	166 34.0%	106 27.0%	8,888 40.0%
Early Intermediate	119 35.0%	1,244 24.0%	1,117 34.0%	1,087 38.0%	671 24.0%	347 15.0%	252 15.0%	70 11.0%	59 10.0%	125 10.0%	78 14.0%	70 14.0%	54 24.0%	5,293 24.0%
Beginning	58 17.0%	342 7.0%	451 14.0%	538 19.0%	282 10.0%	173 8.0%	102 6.0%	34 5.0%	17 3.0%	35 3.0%	35 6.0%	34 7.0%	18 5.0%	2,119 10.0%
Number Tested	336 100.0%	5,134 100.0%	3,246 100.0%	2,875 100.0%	2,777 100.0%	2,295 100.0%	1,632 100.0%	651 100.0%	610 100.0%	1,247 100.0%	551 100.0%	486 100.0%	389 100.0%	22,229 100.0%
Skill Area Mean Scale Scores														
Listening/Speaking	444.7	487.3	516.2	492.5	509.6	517.7	513.0	522.3	531.4	517.6	511.7	509.7	520.0	
Reading			437.0	467.4	485.2	501.9	506.7	527.3	543.0	542.8	540.2	540.7	546.6	
Writing			456.9	471.0	496.8	511.2	510.0	522.1	529.0	526.6	518.5	515.5	522.5	
Listening/Speaking Exemption Usage														
# Students	0	33	161	xxxxxx	173	232	0	94	133	11	122	101	95	1156
% Students	0%	0.6%	5%	xxx%	6.2%	10.1%	0%	14.4%	21.8%	0.9%	22.1%	20.8%	24.4%	5.2%

xxx Summary data is not provided for groups of three or less.



Internet Posting of 2002–03 CELDT Results

The Internet aggregate reports are anticipated to:

- be accessible through the California Department of Education's DataQuest Web site at <http://celdt.cde.ca.gov> (Internet)
- allow searching for results by school name
- display CELDT aggregate test results for the initial identification assessment, the annual assessment, and for both assessments combined for the state, counties, districts, and schools for all students who took the exam (data to include initial and annual 2001–02, annual 2002–03)
- report scores for groups of four or more students
- include CELDT by grade:
 - the number and percent of students achieving each of the five overall proficiency levels (Advanced, Early Advanced, Intermediate, Early Intermediate, and Beginning) for the following populations:

– All Students	– Primary Language–Pilipino (Tagalog)
– Gender–Female Students	– Primary Language–Hmong
– Gender–Male Students	– Primary Language–Mandarin (Putonghua)
– Special Education Students (with an IEP plan)	– Primary Language–Armenian
– EL in ELD Program	– Primary Language–Khmer (Cambodian)
– EL in Bilingual Program	– Primary Language–Russian
– EL in SDAIE	– Primary Language–Other
– Primary Language–Spanish	– Primary Language–Not Specified
– Primary Language–Vietnamese	
– Primary Language–Cantonese	
– Primary Language–Korean	
 - the number and percent of students who exercised the Listening and Speaking exemption in the 2002 annual assessment

Downloadable research files will be available as:

- fixed-length ASCII
- comma-delimited



Instructions for Importing Data into Access

Access Database Empty Shell

How to import comma-delimited files into the Access Database Empty Shell:

An empty Access database shell is provided as a courtesy by CDE. It is formatted so that the comma-delimited research files may easily be imported into the database using the following instructions:

1. Download the Access Database Empty Shell below. (Note that the shell is to be used with Access 2000).
2. Download the comma-delimited files that you want from the Research Files page.
3. Extract the Access Database Empty Shell to a folder (e.g., "c:\research\"). You should now have a file named "2002_2003_CELDT_Data_Shell.mdb."
4. Extract the comma-delimited file(s) you downloaded to a folder (e.g., "c:\research\").
5. Open the Access Database Empty Shell ("2002_2003_CELDT_Data_Shell.mdb") using Access 2000.
6. Import the comma-delimited file:
 - a. From the drop-down menu, select File
 - b. Click Get External Data and Import
 - c. Select the comma-delimited file you want to import. (Note: the comma-delimited file will have a "TXT" file extension)
 - d. Click Import
 - e. Select Delimited as the file type and click Next
 - f. Select Comma as the delimiter and double quotes (") as the text qualifier. Select the box indicating the First Row Contains Field Names and click Next
 - g. Select to store your data in an existing table. Choose Research_Data_2002_2003 from the drop-down menu and click Next
 - h. Click Finish
7. It is recommended that you compact your database at this time. From the Tools menu, select Database Utilities, and then click Compact and Repair Database.

Note: The Access Database Empty Shell and instructions for use are provided as a courtesy by CDE. Technical questions should be directed at the local level.



Sample Talking Points for Local Administrators

- The implementation of the California English Language Development Test (CELDT) represents another major step in the full development of a cohesive accountability system for California public schools.
- This is the second year that state law has required all districts in California to give one state-approved test to all students whose home language is other than English and who have not yet been classified as Fluent English Proficient.
- CELDT results provide one standardized measure for (1) identifying students who have not yet learned to speak, read, and write in English, (2) monitoring their progress toward English proficiency, and (3) serving as a primary criterion in the process for reclassifying English Learners to Fluent English Proficient.
- Although the CELDT is a primary measure for assessing English language fluency, it is only one of several criteria used at our school(s) to determine if a student is Fluent English Proficient. Other criteria include teacher evaluation, parent opinion and consultation, performance on the California Standards Test in English-Language Arts (given as part of the STAR Program), and other available assessment results.
- An important purpose of the CELDT is to assess a student's level of English language proficiency. Its purpose is not to measure a student's academic achievement.
- The intent of state-developed English Language Development Standards that are the basis of the CELDT is to move English Learners toward grade-level proficiency in state-adopted English Language Arts Standards. CELDT results also can help guide instruction so that the educational needs of every child are met.
- The greatest number of English Learners taking the CELDT for initial identification at our school(s) were in (state grade level[s]). As expected, the percent of students scoring in the higher English proficiency levels increased as the grade level of students taking the test increase. This was true for both the initial and annual assessments. (Be prepared to respond to questions about comparisons of CELDT results.)
- Our school(s) will be planning several activities to explain each student's CELDT results to parents/guardians and help them become active partners in their student's learning.
- The staff(s) and other helpers at our school(s) are to be commended for their hard work and commitment to this important endeavor. Everyone has a hand in making sure that all students are successful.
- Our school staff(s) will be reviewing their CELDT results along with other data about their students' English language fluency as they plan their curriculum, instruction, and language development strategies for the coming year.



Sample Local Press Release

“Results of the second administration of the California English Language Development Test (CELDT) for the district (county) are what we expected and support other data we have about our English Learners,” Superintendent _____ said after reviewing CELDT results for schools, districts, counties, and the state, posted on the Internet today by the California Department of Education.

“State law requires districts to assess all English Learners with one state-approved test during a specified period,” _____ said. “These results represent a major step in our efforts to ensure that all students have the necessary skills in English to be successful.”

The purpose of the CELDT is to identify new students who are English Learners in kindergarten through grade 12, to determine their level of English proficiency, and to annually assess their progress toward acquiring English proficiency.

Under state law, districts must administer the CELDT for initial identification to all students whose language is not English and for whom there is no record of English language development results within 30 calendar days after they first enroll in a California public schools. Districts also must give the CELDT annually to identified English Learners until they are classified as Fluent English Proficient.

The CELDT addresses state-adopted English Language Development Standards and covers three skill areas: Listening/Speaking, Reading, and Writing. Students in kindergarten and grade 1 are assessed only in Listening/Speaking. Students in grade 2 through 12 are assessed in all three skill areas. Results are reported according to five proficiency levels: Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced.

Districts must inform parents of test results within 30 calendar days of receiving this data from the testing publisher. The California Department of Education (CDE) is required to post state, county, district, and school results on the Internet annually.

In the _____ districts (county), _____ students took the CELDT for initial identification and another _____ students took the CELDT as part of the annual assessment. Local results showed _____ (provide brief descriptions of key results here).

_____ noted that although the CELDT is now a primary measure for assessing English language fluency, it is only one of several criteria used at the district’s (county’s) schools to consider if English Learners have become Fluent English Proficient. “Our school staff(s) will be reviewing their CELDT results along with other data about their students’ level of English



fluency as they plan their curriculum and instructional strategies for the coming year. They also will be reviewing individuals results to determine how best to address the language development needs of each student.”

“Helping English Learners become fluent in English benefits everyone. It allows all students full access to educational experiences that lead to career opportunities. Students also can become valuable resources to each other when they are able to share their ethnic and cultural heritage,” _____ concluded.



Sample District Action Plan Worksheet for CELDT – Working with the Media

District

Activities	Person(s) Responsible	Format/ Timeline	Needed Materials	When Accomplished



Sample Site Action Plan Worksheet for CELDT – Working with the Media

Site

Activities	Person(s) Responsible	Format/ Timeline	Needed Materials	When Accomplished